




Year 3 Autumn 1: I Belong Here

Geography: The Development of Newquay

<p>Enquiry Question:</p>	<p>How has Newquay changed?</p>				
<p>NC Objectives:</p>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> - To describe human and physical features of the local area. - To explore changes in the geography of the local area. <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> - How our local settlement has changed over time. - Economic Activity in our local area. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area. 			<p>Learning Threads:</p> <p>Local Area. Land use and Settlement. Trade and Economy.</p>	
<p>Curriculum Coherence:</p>	<p>Prior Knowledge: EYFS exploring our local area, using our senses to describe our local area. Y1: Local Area Fieldwork - what is special about our local area & key features of our local area. Y2: Local area industry – agriculture.</p>		<p>Future Learning:</p> <p>Across KS2: Comparisons between other places and our local area. Y6: Trade and Tourism in Newquay.</p>		
<p>Vocabulary:</p> <p>Function – residential, industrial, commercial, or recreational. Housing Types – Terraced, detached, semi-detached, flats or bungalows. Land use. Rural. Coastal. Service Industry – retail, education, healthcare, or tourism. Settlement. Town. Site – the location of where a settlement first started.</p>	<p>High Quality Text:</p> <p>Stig of the Dump Clive King</p>  <p>Chosen because of its links to exploring the outdoors and the friendship aspect links to PSHE.</p>	<p>Misconceptions:</p> <p>A map or key must include every detail. North is always pointing up or forwards. All towns will have the same features.</p>	<p>Substantive Knowledge:</p> <p>The UK: To identify our relative position in the world. Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. Sense of own place: Develop an understanding of our how our local area looked in the past and how it looks today.</p> <p>Settlements: To understand why humans began to settle in certain places (early settlers – agriculture, religion, culture, etc.)</p> <p>Geographical skills & Fieldwork: - To learn how to follow a route on a map and annotate it.</p>	<p>Disciplinary Knowledge:</p> <p>Ask and investigate geographical questions, suggesting enquiries to test them. Analyse and communicate geographical information. Evaluate and present their findings. Observe, name and record geographical features in the local environment. Make or annotate a map of short route experiences, with features in the correct order, using standard symbols. Begin to collect and record evidence. Identify how a place has changed over time. Consider how a place is likely to change in the future and why?</p>	<p>Cross Curricular Links:</p> <p>A recap of latitude lines and our place from KS1. Building on the prior knowledge of our area to explore its changes. Linking to settlements in history as next topic.</p>



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Knowledge Sequence:	<p>Week 1: Lesson 1: Where in the world are we? WALT identify our place in the world (Recap).</p> <p>Week 1: What does change look like?</p>	<p>1. Link to FS and Y1: what makes our local area special and what are the key physical and human features of our local area? Y2: Farm to Fork: what types of jobs are available in our local area? Recap: key lines of latitude on world map (equator, tropics of cancer and Capricorn, arctic and Antarctic circle and hemispheres). Use relational vocabulary to explain where we are in the world. How does our place in the world affect our country e.g. climate and weather, biomes and vegetation.</p>
	<p>Week 2: Lesson 2: What is a settlement? WALT understand what a settlement is.</p> <p>Lesson 3: What was Newquay like in the past? WALT identify what Newquay was like in the past.</p> <p>Week 2: Lesson 1: Where in the world are we? WALT identify our place in the world (Recap). Lesson 2: What is a settlement? WALT understand what a settlement is.</p>	<p>2. To understand that a settlement is a place where people live and can range from an isolated dwelling to a large city. To teach about types of settlement and land-use in the UK and Cornwall. To investigate local buildings, land-use and local facilities to identify how our local area has changed over time. Part of field work.</p> <p>3. Use old images and maps to describe Newquay in the past (consider types of buildings – houses & work places; infrastructure, local trade activities. roads, countryside, etc.) Consider what jobs were likely created in this environment.</p>
	<p>Week 3: Lesson 4: Fieldwork enquiry: What do we want to find out about Newquay today? How can we measure settlement change? Considered questions in week 1 WALT generate our fieldwork enquiry question.</p> <p>Lesson 5: What methods of data collection can we use? WALT prepare our data collection methods for our fieldwork.</p>	<p>4. Ask: (create geographical questions for genuine need to know in responses – this can be teacher-led). Develop questions to find out what Newquay is like today e.g. What are our local buildings like today and in the past? How has the use of the land in Newquay changed over time?</p> <p>5. Collaborate and Select: Explain which geographical methods you will use to answer the enquiry question (In Y3 use: Identifying features relevant to the enquiry on maps and annotating a map to show key data with features in the correct order e.g. a different colour for different types of shops – clothes, food, etc.; taking digital photos and collecting quantitative data in a tally chart). Teach</p>



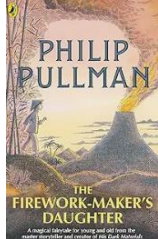
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		the procedural knowledge that the pupils will need to apply these skills. follow a route on a map, 8 compass points, annotating maps, using tally charts.
	Week 4: Lesson 6: What is my local area like? WALT complete fieldwork.	6. Doing: Go out and complete fieldwork (ensure that all pupils collect geographical information that can be used back in the classroom.
	Week 5: Lesson 7: What have I found out about how my local area has changed over time? WALT analyse our fieldwork data. Lesson 8: Can I present my data? WALT present our fieldwork data.	Reflect: Record an analysis of your geographical information – Use old and new photos to draw a map of the route (past and present) to show key data with features in the correct order e.g. a different colour for different types of shops – clothes, food, etc. Compare your two maps – how and why are they different? explaining the why the changes may have happened. Communicate: Consider what has been learnt from this i.e. maybe pupils feel that we need more businesses for jobs in Newquay or newer housing. Select a method which allows them to communicate their findings e.g. write to the local MP, make a poster presentation, explain what they know about their local area to other pupils in the school.
	Week 6: Lesson 9: What have I learned about my local area? How is it likely to change in the future? WALT evaluate our learning. Lesson 10: Assessment check point.	Evaluate: Pupils to identify what they have learned about Newquay and how they think Newquay might further change in the future and why. Look at a contrasting Cornish town – how is this different to Newquay?



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Enquiry Question:		How Powerful is Our World?			
NC Objectives:	Locational Knowledge: - Tectonic plates. Physical Geography: - Describe and understand key aspects of volcanoes and earthquakes. Geographical Skills: - use maps, atlases, globes and digital/computer mapping to locate countries and - describe features studied.			Learning Threads: Physical Processes. Land Use and Settlement.	
Curriculum Coherence:	Prior Knowledge: Y1 & Y2: Physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y2: continents and oceans. Y3: Types of settlement.		Future Learning: Y3: Mountains. Y4: physical features of Italy and Greece (Incl. volcanoes).		
Vocabulary: Shield volcanoes. Composite volcanoes Crater Crust Magma Mantle Vent Volcano Crops Fertile Lava Seismometer Tectonic plate Richer scale	High Quality Text: The firework makers daughter Philip Pullman  Chosen because of its links to exploring a volcano.	Misconceptions: Pupils often believe volcanoes only occur on land and that they all erupt violently. Earthquakes and volcanoes are associated with hot weather.	Substantive Knowledge: Understand scale: Identify the differences in scale through photos and maps. Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. Pupils will also identify the tectonic plates of the world. Topic: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types: Structure of volcanoes. Types of volcanoes. Structure and composition of the Earth. Causes of Earthquakes and tsunamis. Measurement of Earthquakes.	Disciplinary Knowledge: Interaction – How do natural disasters affect a people and environments? Locate features on a map. Begin to use Junior Atlases. Begin to use map sites on the internet using the zoom function to locate and explore specific places.	Cross Curricular Links: Science: Rocks and Fossils. ICT earthquake simulation: New Bay Bridge: Bridge to Classroom (eduweb.com)



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			<p>How humans live in and adapt to areas prone to natural disasters. Explore and identify the affects following a natural disaster.</p>		
<p>Knowledge Sequence:</p> <p>Links: Unit: Mountains, Volcanoes and Earthquakes KS2 Geography Oak National Academy (thenational.academy)</p> <p>Mountains, volcanoes and earthquakes - RGS</p>	<p>Week 1: Lesson 1: What is the Earth made of? WALT identify what the Earth is made of.</p> <p>Lesson 2: How are Volcanoes made? WALT find our how volcanoes are made.</p>			<p>1: Link back to Y2: Arctic Adventures – recap continents and oceans, equator, arctic and Antarctic circle. What do we know about the earth from this information? Examine the structure of the earth and what the earth is made of – inner core, outer core, mantle, crust, oceanic crust, continental crust. Explore where volcanoes and earthquakes occur and why (ring of fire).</p> <p>2. Teach how volcanoes are formed. Explore the different types of volcanoes – active, dormant, shield, stratovolcano (Composite), cinder volcano.</p>	
	<p>Week 2: Lesson 3: What happens when a volcano erupts? WALT explore what happens when a volcano erupts.</p> <p>Lesson 4: Why would people live near a volcano? (Arequipa) WALT identify why people would settle near a volcano.</p>			<p>3. Investigate a range of volcanic eruptions (include recent eruptions) – their effects and the responses to them.</p> <p>4. On map of Peru, use clues to identify the positions of key volcanoes and cities/towns. Consider the advantages and disadvantages of living near a volcano. You could compare this with another city near a volcano.</p>	
	<p>Week 3: Lesson 5: How does an earthquake occur? WALT understand how an earthquake occurs.</p> <p>Lesson 6: What happens when earthquakes occur? WALT explore what happens when an earthquake occurs.</p>			<p>5. Develop an understanding of how tectonic plates move and what an earthquake is (identify the epicentre). Investigate how earthquakes occur. Explore how earthquakes are measured with the Richter scale.</p> <p>6. Investigate earthquake case studies. Explore what a tsunami is.</p>	
	<p>Week 4: Lesson 7: How can we protect against earthquakes? WALT identify the steps that people can take to protect a place from an earthquake.</p> <p>Lesson 8: Can we design an earthquake safe structure? WALT design an earthquake safe structure.</p>			<p>7. Examine the measures that cities across the world have taken to protect people from buildings and earthquakes.</p> <p>8. Outdoor learning – bamboo and elastic bands to make strong structures (compare triangular shapes with cubes shapes).</p>	

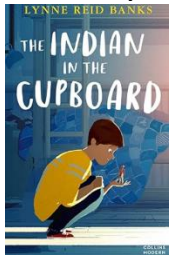


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	<p>Week 5: Lesson 8: How do people respond when natural disasters occur? WALT explore how people respond to a natural disaster. Lesson 9: Assessment Point.</p>	<p>8. Learn about emergency relief centres, missing persons, finding out what has happened and supporting charities.</p>
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Year 3 Summer 1: Roam the Rockies.

Geography: Mountains & North America

Enquiry Question:	Are all mountains the same?				
NC Objectives:	<p>Physical Geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of mountains. <p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Identify the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <p>Place knowledge:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America. <p>Geographical Skills:</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 			<p>Learning Threads: Land Use and Settlement. Water, Climate and Weather. Physical Processes. Trade and Economy.</p>	
Curriculum Coherence:	<p>Prior Knowledge: Y1 & Y2: Physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y2: continents and oceans. Hot and cold countries in relation to the equator and poles. Y3: Types of settlement. Earthquakes and volcanoes.</p>		<p>Future Learning: Y4: Physical features of the mediterranean (incl. Greece & Italy). Y5: Physical features of South America and rainforests. Y6: UK Topography.</p>		
Vocabulary:	<p>High Quality Text:</p>  <p>Chosen because it is set in North America and explores America in the past through</p>	<p>Misconceptions: Hills, mountains or volcanoes? North America is the USA. North America is a separate continent to South America.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: The World: Locate North America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America. Physical features:</p> <ul style="list-style-type: none"> - Types of mountains and how they are formed. - physical features of North America. 	<p>Disciplinary Knowledge:</p> <p>To compare and contrast regions of North America with Newquay, using their knowledge from their previous fieldwork. Understand the diversity of cultures & societies within & beyond our own experiences. Global connections between people and countries. Locate features on a map. Begin to use Junior Atlases. Begin to use map sites on the internet using the zoom function to locate and explore specific places. Use four compass points to follow and give directions.</p>	<p>Cross Curricular Links: Science: plants and vegetation belts. History and the Mayans as next topic.</p>



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	<p>a toy Indian which comes to life.</p>		<ul style="list-style-type: none"> - Climate in North America. - Human features of North America. - Investigating specific regions of North America – New York and Jamaica. 	<p>Use letter & number coordinates to locate features on a map.</p>	
<p>Knowledge Sequence:</p> <p>Links: Unit: Building Locational Knowledge: North America KS2 Geography Oak National Academy (thenational.academy)</p>	<p>Week 1: Lesson 1: How are mountains formed? WALT understand how mountains are formed.</p> <p>Lesson 2: What are the features of mountains? WALT identify the features of mountains.</p>		<ol style="list-style-type: none"> 1. Link back to Y3: how are volcanoes formed? Recap plate tectonics and explain its role in forming mountains. Explore how mountains can be formed in different ways – fold mountains, fault block mountains & dome mountains. Can pupils identify mountains exemplifying each formation? 2. Explore the key physical features of mountains – steep sloping sides, sharp or rounded ridges, a peak/summit, snow line, tree line, outcrop, valley, plateau, foot and face. Use small-scale OS maps to identify the symbols for mountains and find out where they are. 		
	<p>Week 2: Lesson 3: what are the UK's main peaks? WALT explore the UK's main peaks.</p> <p>Lesson 4: what is the relative location of North America? What countries make up North America? WALT identify the relative location of North America.</p>		<ol style="list-style-type: none"> 3. Explore some key mountains within the UK – Snowdon, Scafell Pike & Ben Nevis – what are the mountain environments like? What types of mountains are they? How do they compare to each other? 4. Identify the world's counties on a map and recap the lines of latitude from Autumn Term. Pupils then identify the relative location of North America? What is to the east? West? Etc. Where is it in relation to us? Use the 8 compass points to discuss. Explore which countries make up North America – USA, Canada (incl. islands such as Caribbean, Bahamas and central America such as Mexico, Guatemala, etc.) 		
	<p>Week 3: Lesson 5: What are the key physical features of North America? WALT identify the key physical features of North America.</p> <p>Lesson 6: What is the climate like in North America? WALT explore the climate of North America.</p>		<ol style="list-style-type: none"> 5. Identify the key physical features of North America and record this on a map – great plains, lakes, east mountains, coral reef in Caribbean and west mountains (Rockies), explore how the rocky mountains compare to the mountains in the UK. Consider how the mountainous regions are different to the great plains. 6. Identify the climatic zones of North America and pupils to record this on their map – how do the 		



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		climates change compared to the physical landscapes?
	Week 4: Lesson 7: What are the key human characteristics of North America? (Double lesson) WALT identify the human features of North America.	7. Identify some of North America's major cities – Mexico City, New York, Toronto, Havana, LA, Guatemala City – locate them on a map and explore the key physical characteristics of the cities. Explore the economic activity on the continent – agriculture, forestry & mining and identify where their natural resources are located.
	Week 5: Lesson 8 – North America Place Study: What is special about New York? WALT explore what life is like in New York. Lesson 9 – North America Place Study: What is special about Jamaica? WALT explore what life is like in Jamaica.	8. Identify where New York is and delve into the key features of New York and explore what life is like for a New Yorker. You want to offer pupils perspectives from different points of view. What are the advantages and disadvantages of living in New York? 9. Identify where Jamaica is and delve into the key features of Jamaica and explore what life is like for a person living there. You want to offer pupils perspectives from different points of view. What are the advantages and disadvantages of living in Jamaica?
Week 6: Lesson 10 – How does New York and Jamaica in North America compare with Cornwall? WALT compare Jamaica, New York and Cornwall.	10. Pupils use their learning to make comparisons between regions studied in N. America and in the UK.	